

Reception Long Term Plan 2025-26

At Heartwood the children are at the centre of everything we do. Our curriculum is designed to build upon prior learning, ensuring each individual reaches their full potential from their various starting points. At Heartwood we recognise that oracy is a life skill to ensure success beyond school, in life and future employment, not only improving academic outcomes. Our enabling environments and nurturing, skilful adult interactions support the children as they begin to link learning to their play and exploration. Reading is at the heart of Heartwood. Daily sharing of stories and texts fosters a love of reading for our children, together with developing children's vocabulary and comprehension skills. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum which maximises opportunities for children to explore meaningful experiences. We promote the unique child by following the children's personal interests and ideas to foster a lifelong love of learning.

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Learn to Love - Love to Learn

The Heartwood Vision

At Heartwood, we nurture and grow hearts and minds, today, tomorrow and for life.

Providing a rich variety of experiences so that all pupils are able to flourish and discover their unique strengths and talents in a safe environment.

Through our Christian values we grow hearts that **Make a Difference**.

Courageous hearts that take **responsibility** and take social action for change,
Open hearts that **respect** everyone and build **friendships**.

Responsible hearts that protect and admire God's creation and nature,
Thoughtful hearts that **serve** the community,

Strong hearts that can manage conflict,
Interconnected hearts that create global citizens.

Warm hearts that are **compassionate** and caring.

Through our curriculum, we grow holistic minds.

Curious minds with a thirst for knowledge,
Resilient minds that never give up.

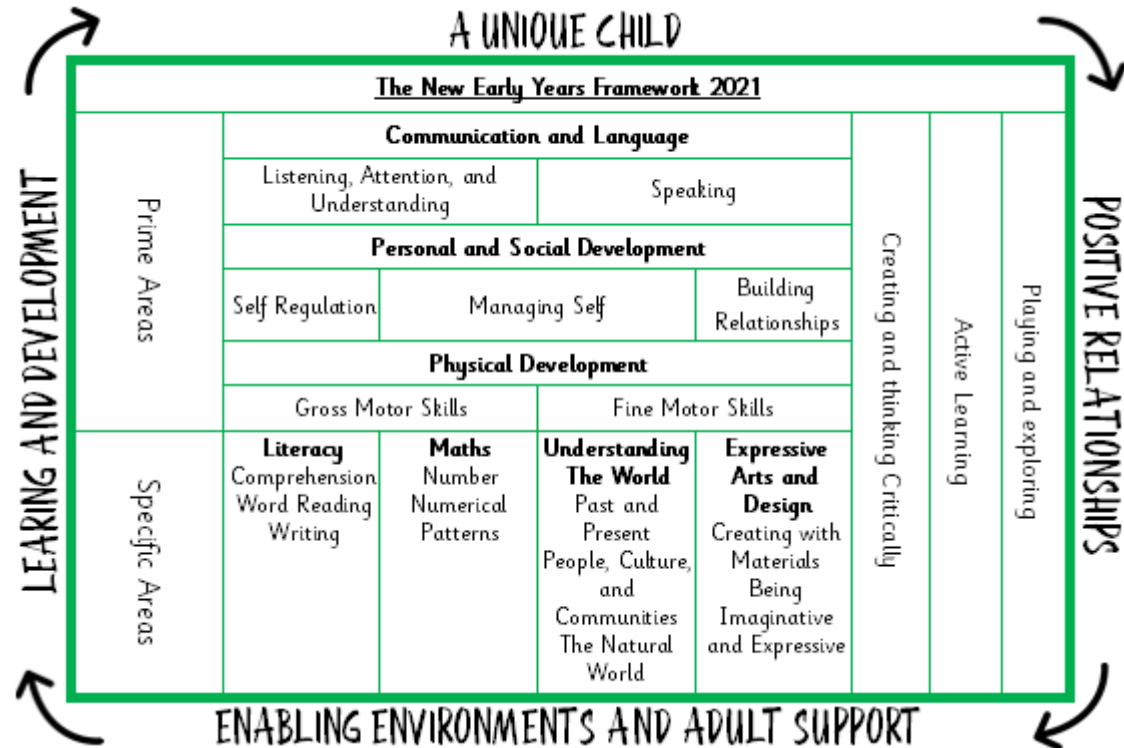
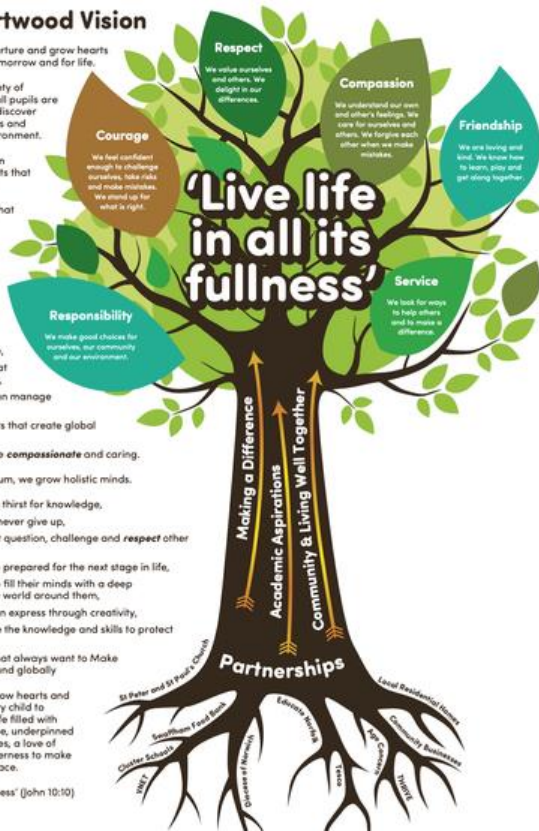
Inquisitive minds that question, challenge and **respect** other points of view,
Skillful minds that are prepared for the next stage in life.

Readers who read to fill their minds with a deep understanding of the world around them,
Artistic minds that can express through creativity,

Safe minds that have the knowledge and skills to protect themselves,
Responsible minds that always want to Make a Difference locally and globally.

At Heartwood, we grow hearts and minds to enable every child to flourish, enjoying a life filled with meaning and purpose, underpinned by the Christian values, a love of learning and an eagerness to make the world a better place.

'Live life in all its fullness' (John 10:10)




AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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<p>GENERAL THEMES</p> <p>These themes may be adapted or moved at various points to allow children's interests to flow through the provision.</p>	<p>What's special about me?</p> <p>Starting school / my new class</p> <p>Three school rules- ready, respectful and safe</p> <p>My feelings and emotions</p> <p>Thrive</p> <p>Routines</p> <p>My body /oral health</p> <p>My family and pets</p> <p>What am I good at?</p> <p>Weather/Seasons</p>	<p>What do people celebrate?</p> <p>Little Red Hen – Harvest</p> <p>Diwali – Lighting a Lamp</p> <p>Bonfire night</p> <p>Weather/Seasons</p>	<p>Terrific tales!</p> <p>Traditional Tales</p> <p>Familiar Tales</p> <p>Story retelling</p> <p>Library visits</p> <p>Seasonal Changes – ice</p> <p>Weather/Seasons</p>	<p>What's inside the egg?</p> <p>Exploring the local environment</p> <p>Looking after animals</p> <p>Climates / Hibernation</p> <p>Reduce, Reuse & Recycle</p> <p>Which animals come from eggs?</p> <p>Caring for our planet</p> <p>Weather/Seasons</p> <p>Planting seeds</p>	<p>Who are superheroes?</p> <p>People who help us</p> <p>How to look after my body</p> <p>Weather/Seasons</p>	<p>Nature explorers!</p> <p>Investigating eggs</p> <p>Life cycles</p> <p>Animal homes</p> <p>Animal habitats- around the world</p> <p>Weather/Seasons</p> <p>Transition- things I can do now/what I will learn in Y1</p>
<p>HIGH QUALITY TEXTS</p> <p>Pie Corbett</p> <p>Reading Spine</p> <p>Heartwood</p> <p>Reading Spine</p> <p>Talk 4 Writing Text</p>	<p>Room on the Broom</p> <p>The Colour Monster</p> <p>We're Going on a Bear Hunt</p> <p>Handa's Hen</p> <p>I'm in Charge</p> <p>Barbara Throws a Wobbler</p>	<p>Little Red Hen</p> <p>Owl Babies</p> <p>The Gruffalo</p> <p>Christmas Story / Nativity</p>	<p>Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p>	<p>Non fiction books</p> <p>Billy's Bucket</p> <p>Mr Gumpy's Outing</p> <p>Mrs Armitage on Wheels</p>	<p>Non fiction books about people who help us</p> <p>One to ten and back again</p> <p>Six Diner Sid</p> <p>Whatever Next</p>	<p>Handa's surprise</p> <p>Non fiction books- Habitats</p> <p>The World</p> <p>One Ted Falls out of Bed</p> <p>Goodnight Moon</p> <p>The Very Hungry Caterpillar</p>

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'WOW' MOMENTS	Birthdays	Diwali	Chinese New Year	Shrove Tuesday	Earth Day	GRT week
	Favourite Songs	Guy Fawkes / Bonfire Night	Geography Day	Science Week	Black History Month (Apr)	Father's Day
	Harvest	Remembrance day	Internet Safety Day	Ramadan begins	Sports day	Transition week
		Christmas Time / Nativity		Mother's Day	Visit from dentist	
		Road Safety- in the dark months			Dentist visit	
					Firefighter visit	
					Police visit	
					Ambulance visit	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature explorers!
 COEL	CHARACTERISTICS OF EFFECTIVE LEARNING					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p>					

OVERARCHING PRINCIPALS

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Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.







Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: At Heartwood Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play, which is guided by adults.

WE WILL ENSURE THAT ALL CHILDREN LEARN AND DEVELOP WELL AND ARE KEPT HEALTHY AND SAFE AT ALL TIMES.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature explorers!
OUR VALUES	Compassion	Respect	Responsibility	Friendship	Service	Courage
MAKING A DIFFERENCE (Links with Sustainable Development Goals)	Making friends in school 	Harvest collection for food bank 	Recycling challenge 	Sponsor a penguin 	Thank you letter for superheroes 	Create habitats for animals 
ENRICHMENT	Explore wider school	Celebrate cultural festivals	Visit library	Observing lifecycles of ducks and caterpillars	Community visitors Sports day Theatre visit	Pensthorpe Trip Growing food
ASSESSMENT OPPORTUNITIES	Statutory Baseline Assessments In-house - Baseline data Set up Talk Boost	On going assessment Phonics assessments Core group meetings	Phonics assessments Core group meetings In house data	Phonics assessments GSA responsive provision On-going assessment	Phonics assessments Cluster moderation Focus child sheets	Pupil progress meetings Phonics assessments Reports/Parents evening info

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	Phonics Baseline assessments In house moderation Focus child sheets	Parents evening info GSA responsive provision GLD tracker	Focus child sheets	Parents evening info		Transition handover EOY data GLD data submitted to Local Authority
PARENTAL INVOLVEMENT	Staggered Start Home / School Agreement All About Me Parent speech bubble Parent welcome meeting Phonics workshop	Parent hearts Christmas performance Parents Evening	Parent hearts Reading workshop	Parent hearts Parents Evening	Parent hearts	Parent hearts Parents Evening/report
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature explorers!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their</p>					

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teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures.**

<p>EYFS FOCUS C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, Toast Talk and Tales, Life skills, stories, singing, speech and language interventions, Pie Corbett T4W actions.</p>	<p>Circle time games Making friends Talk about my family and pets Things I enjoy Rhyming and alliteration Familiar Print Share facts about me! Colour Monster story and feelings Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Daily routines Introduce new vocabulary Use language to describe objects My interests Story language- once upon a time Listening and responding to stories/key phrases Following instructions Take part in discussions Understand how to listen carefully and why listening is important. Share books that will develop their vocabulary.</p>	<p>Using language to communicate Ask how and why questions... Retell a story with story language Story invention – oral Ask questions to find out more and to check they understand what's been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story To ask questions to find out more information To use language to act out a familiar experience</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Explore a range of fiction and non-fiction books To create their own stories To describe a similarity and difference and use new vocabulary Confidently share their ideas and suggestions as part of a group.</p>	<p>Explore a range of fiction and non-fiction books Offer explanations for why things happen. Use past, present and future tense Hold a conversation with adults and peers Exploring different animal habitats using non-fiction books. To describe a similarity and difference and use new vocabulary</p>
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			Learn rhymes, poems and songs.			
	DAILY STORY TIME - TIER 2 VOCABULARY - ADULTS COMMENTATING DURING PLAY - ADULTS MODELLING STANDARD ENGLISH					

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GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature explorers!
PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
EYFS FOCUS PSED is developed throughout the year through high quality texts, daily group discussions, sharing circles, and Life skills.	<p>Thrive</p> <p>Talk about their interests and what is special to them</p> <p>Being me in my new class</p> <p>Class Rule Rules and Routines- Ready, Respectful and Safe</p> <p>Support children to build relationships</p> <p>Colour monster- explore different feelings</p> <p>Play alongside other children and taking turns</p> <p>Share resources- sharing timers</p> <p>Talk them through why we take turns, wait politely,</p>	<p>Thrive</p> <p>Continue Autumn 1</p> <p>Ruby's worry- model ways to cope with different emotions</p> <p>Emotions</p> <p>Develop self - confidence</p> <p>Make independent choices</p> <p>Build positive relationships.</p> <p>Use talk to articulate how they are feeling</p> <p>Celebrating similarities and difference</p> <p>Mental Wellbeing- How to recognise and talk about their emotions</p>	<p>Thrive</p> <p>Celebrate differences</p> <p>Identify and moderate own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others with adult support</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p>	<p>Thrive</p> <p>Think about the perspective of others and the implications of your actions</p> <p>What makes a good friend?</p> <p>Healthy me- body and mind</p> <p>The mental and physical benefits of an active lifestyle.</p> <p>Looking after pets</p> <p>Give children strategies for having a positive mindset</p> <p>To learn about the importance of healthy food and exercise</p>	<p>Thrive</p> <p>Friendships</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Look after our planet</p> <p>Talk about what is right and what is wrong and the reasons for it</p> <p>To be sensitive to the needs of others</p> <p>Taking part in sports day- winning and loosing</p>	<p>Thrive</p> <p>Transition- moving on</p> <p>Look how far I've come!</p> <p>Feeling proud of ourselves</p> <p>Dreams and Goals</p> <p>Oral health</p>

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	Daily access to fine motor activities in provision. Manipulate objects with some control. Draw lines and circles using gross motor movements. Model hold pencil/paint brush with a tripod grip. RWI phonics- letter formation the air Refer to ABC Does pencil control posters Adults to model using cutlery	Daily access to fine motor activities in provision. Weekly yoga to develop core strength for writing Use tools to effect changes to different materials Begin to use scissors with control Show preference for dominant hand RWI phonics- teach and model correct letter formation.	Daily access to fine motor activities in provision. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Loose parts, small construction, hammer and pins. Continue to develop independence using cutlery	Daily access to fine motor activities in provision. Hold pencil effectively with tripod grip. Forms recognisable letters most correctly formed. Build models with smaller linking blocks, such as Lego.	Daily access to fine motor activities in provision. Continue to develop pencil grip and letter formation Use scissors with control to cut along a straight/wavy/curved line. Explore a range of tools e.g. hammers in the forest	Daily access to fine motor activities in provision. To form most letters correctly Start to colour inside the lines of a picture. Begin to show accuracy and care when drawing .
GROSS MOTOR SKILLS	Physical Activity Adventure: Fundamental movement skills – locomotor and navigating space	Physical Activity Adventure: Movement and dance	Physical Activity Adventure: Fundamental movement skills – agility, balance and coordination	Physical Activity Adventure: Fundamental movement skills - gymnastics	Physical Activity Adventure: Multi-skills – hand/eye and foot/eye coordination	Physical Activity Adventure: Athletics
	CHECKING PENCIL GRIP - DAILY OPPORTUNITIES FOR FINE MOTOR PRACTISE - ADAPTED SCISSORS - CLIMBING EQUIPMENT - DOUGH DISCO					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature explorers!
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					

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<p>COMPREHENSION Developing a passion for reading!</p>	<p>Show an interest in print Understand print has meaning, print can have different purpose, we read English text from left to right and from top to bottom Learns the names of the different parts of a book Use pictures to sequence and retell a story. Have favourite books and share them with adults. Recognise initial letters. Learning to recognise their name. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories and events through role play. Retell stories Story Maps. Editing/innovating story maps and orally retelling new stories. Non-Fiction Books- different cultures and celebrations Reading simple cvc words- sound blending Enjoy an increasing range of books. Start to send home RWI sounds/books. Rhyming- making 'Silly soup'.</p>	<p>Make up stories Encourage children to record stories through pictures/ mark making. Retell familiar traditional tales with confidence. Read simple cvc words- sound blending Read simple phrases with known letter- sound correspondences Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Sequence story – use vocabulary of beginning, middle and end.</p>	<p>Confidently read a simple sentence Celebrate World Book Day Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop own narratives and explanations by connecting ideas or events. Continue a rhyming string. Rich book area with a range of texts.</p>	<p>Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Make predictions about what might happen.</p>	<p>Show an interest in telling their own stories. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Begin to understand that a non-fiction tells us information. Fiction means story. Identify the front cover, back cover, spine, blurb, illustration, illustrator, author and title. Demonstrate an understanding of what has been read and explain in their own words. Use new vocabulary in their play. Non fiction books about habitats around the world Information leaflets about animals in the garden</p>
<p>WORD READING</p>	<p>Phonic Sounds: RWI Set 1 whole class, Fred time activities</p>	<p>Phonic Sounds: RWI differentiated groups Reading: Read all single letter Set 1 sounds</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Blend sounds to read words Read short Ditty stories</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Read Red storybooks Read 4 double constants</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Read Green storybooks</p>	<p>Phonic Sounds: RWI Differentiated groups Reading: Read Green or Purple storybooks Read first 6 Set 2 sounds</p>

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	Reading: Read single letter Set 1 sounds (first 16)	Blend sounds into words orally	Read Set 1 special friends			
WRITING	Drawing Club Initial sounds	Drawing Club CVC words	Drawing Club CVC/Phrases	Drawing Club Phrases/captions <i>Subject + verb e.g. he runs</i>	Drawing Club Sentences <i>Subject + verb + object e.g. She eats cheese</i>	Drawing Club Sentences <i>Subject + verb + adjective e.g. He is cross. Subject + verb + adverb e.g. The owl hooted loudly</i>
	WEEKLY SCHOOL LIBRARY VISITS - DAILY TEACHER MODELLED WRITING -					

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GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature Explorers!
MATHS (Mastering Number)	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p>	<p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers</p>	<p>Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>			
	MATHS MEETINGS - DAILY COUNTING AND COMPARING DURING TTT					

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GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature Explorers!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Talk about their immediate family and community. Name and describe people who are familiar to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>In forest school discuss seasonal changes.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Celebrations around the world- Use world maps to show children where some are based.</p> <p>Understand that some places are special to members of their community.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>In forest school discuss seasonal changes- leaves, weather, seasons.</p> <p>Look at journeys and things you see on the way.</p> <p>Use bee-bots on simple maps. Encourage the children to</p>	<p>Introduce the children to recycling and how it can take care of our world.</p> <p>Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p>Share non-fiction texts related to the topic and children's interests.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p> <p>Visit from 'people who help us' in the community.</p> <p>Visit from a dentist- oral health</p> <p>Introduce children to different occupations.</p> <p>Children begin whole school collective worship.</p>	<p>Use Handa's Surprise to explore children living in a different country.</p> <p>Look at similarities and difference between animal habitats in this country and one other country.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments.</p> <p>Encourage the children to make simple comparisons</p> <p>Look at National Geographical Kids</p> <p>Nocturnal Animals</p> <p>Making sense of different</p>

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		<p>Explore the natural world around them, making observations.</p> <p>Describe what they see, hear and feel in the outdoors, including plants and animals.</p> <p>Make similarities and make comparisons between other families.</p> <p>Talk about birthdays and familiar celebrations.</p>	<p>use navigational language.</p> <p>Compare and contrast characters from stories.</p> <p>Explore maps of the local environment and get information from them.</p> <p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Explore different life cycles. Share non-fiction texts related to the topic and children's interests.</p>		<p>environments and habitats.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Explore a range of African animals. Learn their names and label their body parts</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Recognise some similarities between and differences between life in this country and other countries.</p> <p>Look at maps of the world. Differentiate between land and water.</p> <p>Observational drawings of animals and plants.</p> <p>Minibeats hunts- fact files e.g. it has 8 legs.</p> <p>Describe their immediate environment using knowledge from observations,</p>
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						discussions, stories, text and maps. Know and explain some similarities and difference between different religions and cultural communities.
SCIENCE LINKS	My Body	Keeping healthy	Materials	Growth/ lifecycles	Oral Health	Animals and Climates
RE / FESTIVALS	Harvest	Remembrance Day Diwali Christmas	Ash Wednesday/Shrove Tuesday St. David's Day Chinese New Year	Easter Day Mother's Day	Earth Day	Father's Day
HISTORY / GEOGRAPHY LINKS	OUR SCHOOL GROUNDS - FOREST SCHOOL - PENSTHORPE - OWN TOWN - OWN LIFE AND FAMILY HISTORY - UNDERSTANDING OF THE PAST					
COMPUTING LINKS	ALL ABOUT INSTRUCTIONS – EXPLORING HARDWARE – INTRODUCTION TO HARDWARE – USING A COMPUTER					

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What's special about me?	What do people celebrate?	Terrific Tales!	What's inside the egg?	Who are superheroes?	Nature Explorers!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>	<p>DT focus: Structures</p> <p>Junk modelling</p> <p>Explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques</p>	<p>Art focus: Drawing</p> <p>Marvellous marks</p> <p>Explore mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>DT focus: Textiles</p> <p>Bookmarks</p> <p>Develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus</p>	<p>Art focus: Painting and mixed media</p> <p>Paint my world</p> <p>Explore paint and painting techniques through nature, music and collaborative work. Develop creativity through child-led exploration of mixed-media, making</p>	<p>Art focus: Sculpture and 3D</p> <p>Creation station</p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>

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	in the junk modelling area.		modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	collages and transient art.		They learn about the different features of boats and ships before investigating their shape and structures to build their own.
MUSIC	Me!	Our World	My Stories		Big Bear Funk	Reflect, Rewind, Replay
	LISTEN AND RESPOND - EXPLORE AND CREATE - SINGING - SHARE AND PERFORM					

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END OF YEAR GOALS (ELGs)

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; 	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher;

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<p>ideas, using recently introduced vocabulary;</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 		<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world 	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
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					<p>around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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